DOCUMENT RESUME

ED 267 071 TM 850 497

AUTHOR Stein, Terri; Frankiewicz, Ronald G.
TITLE Functional Academic Skills Tests Validation Study for Inservice Teachers in Houston I.S.D.
PUB DATE Mar 85
NOTE 79p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Portions of appendixes contain small print.
PUB TYPE Speeches/Conference Papers (150) -- Reports - General (140)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary School Teachers; Elementary Secondary Education; Factor Structure; *Job Analysis; Mathematics Tests; Minimum Competency Testing; *Occupational Tests; Reading Tests; Secondary School Teachers; *Teacher Evaluation; Teacher Role; *Teaching Skills; Test Construction; *Test Validity; Writing Evaluation
IDENTIFIERS *Functional Academic Skills Tests; *Houston Independent School District TX; Teacher Task Analysis Questionnaire

ABSTRACT

The evaluation of the content validity of the Functional Academic Skills Tests (FAST) are described. The FAST was designed to assess the competency of inservice teachers in the Houston, Texas Independent School District in basic reading, writing, and mathematics skills. Validation standards were based on the Equal Employment Opportunity Commission's (EEOC) uniform guidelines on employee selection procedures, which require a job analysis. The original job analysis instrument, the Teacher Task Analysis Questionnaire (TTAQ), contained 152 task statements involving instruction, student assessment, parent involvement, socialization, organization maintenance, and professional development. It was administered to a variety of school district personnel, who rated each task statement on importance and frequency. After 14 statements were added, the revised TTAQ was sent to 2034 employees, school principals and supervisors, and local teacher educators; 807 responses were received. From the ensuing analysis, seven factors resulted; these had to do with: (1) student evaluation; (2) directing students; (3) professional communication; (4) testing and grading; (5) organizational maintenance; (6) textbook evaluation; and (7) planning. The 28 summary job statements were rated by panels of teachers, principals, and curriculum specialists to document their validity. Further studies of FAST validity and its impact were planned. (Extensive appendices include the sample characteristics, TTAQ instructions, and the 28 job activity statements). (GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED267071

FUNCTIONAL ACADEMIC SKILLS TESTS

VALIDATION STUDY

FOR

INSERVICE TEACHERS IN HOUSTON I.S.D.

Terri Stein
Planning, Research and Evaluation
Houston Independent School District
and
Ronald G. Frankiewicz
Department of Educational Psychology
University of Houston

Paper presented at the Annual Meetings
of The American Educational Research Association,
March 31 - April 4, 1985, Chicago, Illinois

TM 850 497

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Stein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FAST Validation Study

INTRODUCTION

The purpose of this paper is to present the procedures for obtaining evidence of the content validity for using the Functional Academic Skills Tests (FAST) to assess competency of HISD inservice teachers in basic reading, writing, and mathematics skills. The presentation will be made in four parts:

1. Standards for validation as defined by the EEOC's "Uniform Guidelines on Employee Selection Procedures" (1978)
2. Job analysis procedures
3. Panel judgement process: procedures for determining the requisiteness for the skills measured by the FAST to the job of teaching
4. Critique of the procedures

The information detailed in this paper represents past, present, and future work. The FAST validation process is an ongoing endeavor. An initial phase of the validation project has been completed; the procedures and preliminary analyses are described in this paper. There are, however, several additional studies yet to be completed the results of which will contribute to the evidence of the validity for using the FAST. These projects will be described in the last section of the paper.

VALIDATION STANDARDS

Inherent in the use of any test is the requirement to insure that (a) the test measures what it purports to measure and (b) the test is being used for an appropriate or valid purpose. The information presented here concerns the second requirement.

When utilizing a test for employment selection, promotion, or retention purposes the requirement for test validation is no longer only a professional, ethical concern but becomes additionally a legal concern. Should the use of a test for employment purposes result in negative employment consequences for an employee who is a member of a protected class of individuals, the employee may file suit against the employer claiming discrimination in employment practice. The EEOC "Uniform Guidelines on Employee Selection Procedures" (1978) specifically address this issue:

> The use of any selection procedure which has an adverse impact on the hiring, promotion, or other employment or membership opportunities of members of any race, sex, or ethnic group will be considered to be discriminatory and inconsistent with these guidelines, unless the procedure has been validated in accordance with these guidelines or the provisions of section 6 below are satisfied. (p. 153)

A special acknowledgement is made to Ms. Billie Thomas for the contribution she has made to the validation project. As an integral member of the validation team, her dedication to the quality of work we produce is evidenced every day in her attention to detail and perseverance under the pressures of short timelines and crises management.

Adverse impact, discrimination, has been defined statistically in the Guidelines and by the courts. The Guidelines state:

> A selection rate for any race, sex, or ethnic group which is less than four-fifths ($\frac{4}{5}$) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact. (p. 155)

This definition has been used to establish evidence of discrimination in a recent case, Underwood, et. al. v. State of New York Office of Court Administration, et. al. (1980). The courts have accepted other statistical approaches in evidencing discriminatory practices. In Castaneda v. Partida (1977), the following method was used: "As a general rule for such large samples, if the difference between the expected value and the observed number is greater than two or three standard deviations," then the hypothesis that such a difference was random would be suspect and serves as evidence of discrimination. This rule was also accepted in Hazelwood School District v. United States (1977).

The Guidelines specify that the test user should maintain records concerning the impact of the test on protected classes and if there is evidence of adverse impact the test user must provide documentation of a formal, systematic job analysis and validation study.

The documentation that must be provided may be summarized as follows:

1. dates and location of the job analysis
2. procedures and results of the job analysis; "measures of criticality and/or importance of the work behavior(s)...should be provided" (page 169)
3. the selection instrument or procedure and the definition of the skills measured
4. evidence that the test measures the skills and is a representative sample of the skills
5. evidence that the skills measured are representative sample as used as part of the job and are necessary for the job
6. alternative procedures should be investigated and available evidence of their impact provided
7. evidence of the impact of use of the procedure
8. rational for the use of the instrument and evidence to support the validity for that use; procedures for determining the cut-off score must be documented

The method used to validate the use of the FAST, traditionally referred to as content validation, is justified according to the EEOC Guidelines:

> Selection procedures which purport to measure knowledges, skills, or abilities may in certain circumstances be justified by content validity,... if the

> knowledge, skill, or ability measured by the selection procedure can be operationally defined as provided in section 14C (4) below[1] and if that knowledge, skill, or ability is a necessary prerequisite to successful job performance. (p. 163)

The purpose of the validation study was to provide evidence that the skills measured by the FAST are "necessary prerequisites to successful job performance." Should the results of the study indicate that some portion of the FAST was not job-related, appropriate recommendations would be made to the General Superintendent for test modification or elimination.

JOB ANALYSIS PROCEDURES

Standards

A review of the current literature (Prien, 1977; Kleiman and Faley, 1978; Thompson and Thompson, 1982; Trattner, 1982; Arvey, 1979; Uniform Guidelines, 1983) concerning job analysis procedures resulted in an indentification of standards for conducting a job analysis that has potential for court acceptance:

1. The sample on which the job analysis is conducted must be representative of the total population of job incumbents and must be large enough for generalizeability.
2. The job must be defined in terms of the positions that are included; justification must be provided for the grouping of the various positions. The job analysis must define the tasks or skills that are common to all the positions that constitute the job.
3. The job analysis should include job incumbents and supervisors of the job incumbents.
4. The job analysis procedures and the reliability and validity of the instrument must be documented.
5. Evidence that the job analysis results cover the entire domain of the job should be provided.
6. The job analysis should result in defining the critical or important tasks, duties, and responsibilities of the job, and where appropriate, the skills and knowledge required to perform the job. In determining criticality, the job analysis should obtain from the sample an assessment of the importance of the tasks to the job and the frequency with which the tasks are performed.
7. The job analysis should include multiple sources of data:
   a. interviews with job incumbents and supervisors
   b. training manuals and other pertinent documents
   c. observation of on-the-job performance
   d. questionnaires and checklists
8. The job analysis should be a formal process culminating in a written record of procedures and description of the job.

Job Definition

The initial FAST validation efforts involved validating the test for the job of teaching in HISD. Teaching was defined as including any job position that is primarily responsibile for providing academic or vocational instruction on a daily basis to students. As such the entire population of teachers and teacher-peer-group members (defined as school-based staff who have day-to-day contact with teachers and students and who have some type of instructional responsibility, e.g. school nurses, counselors, and librarians) served as the population to conduct the job analysis for teaching. Each of the positions included in this population must meet the basic skills proficiency certification requirement.

Sample Selection Scheme

A computer file was created which included every employee in HISD who had a code on the master personnel file that fell within the teacher or teacher-peer-group designated codes (Appendix A). This population was then cross-stratified on the following variables:

1. race/ethnicity (Black, Hispanic, Other)
2. gender (Male, Female)
3. type of assignment (Elementary, Secondary, Peer, Other)
4. length of time in teaching (<5 yrs, 5-7 yrs, >7yrs)

This stratification resulted in seventy-two unique cells (Appendix B). A computer listing of the employees by cell was printed with the following information for each employee: name, social security number, address, home phone number, major duty code, and codes for gender, race/ethnicity, assignment, and length of time in teaching.

The stratification scheme provided the basis for sampling for the various phases of the job analysis. The purpose of the scheme was to insure as representative a selection from the original population as possible.

An invitation (Appendix C) was sent to each employee listed in the file in June 1984.[2] The invitation requested that the employee nominate another employee or himself to participate in a study regarding the Teacher Quality Assurance Program instrumentation (the FAST being one of these instruments). Nominations were received and checked off on the cell listings. An equal number from each cell was randomly selected to serve as a matching "cohort." One of the reasons for selecting a "cohort" was to detect any bias operating within the "nominated" group.

The "nominated" and "cohort" groups served as the sample pool for the job analysis. The breakdown by variable for the District and sample is provided in Appendix D. Certain groups are underrepresented in the sample due to the voluntary nature of the nomination procedure.

Instrumentation and Procedures

The development of the job analysis instrument and procedures followed guidelines and suggestions provided in various sources (Uniform Guidelines, 1978; Arvey, 1979; Latham and Wexley, 1981; McCormick, 1976; Handbook for Analyzing Jobs, 1972).

Drawing from the sample pool, the "nominated" and "cohort" groups, an initial telephone survey was conducted late in June 1984 (Appendix E). The purpose of this interview was to elicit the range of job duties, tasks, and responsibilities that are associated with effective teaching. Concurrent with this interviewing process, job-related task statements were formulated (following the Labor Department's Handbook format) by the authors using their own teaching experience and the experience of other research staff. The information obtained from the telephone interviews was used to verify and expand the formulated task statements. The task statements were written using six very broad categories of teaching-related activities: Instruction, Student Assessment, Parent Involvement, Socialization, Organization Maintenance, and Professional Development. A draft of the job analysis instrument, the Teacher Task Analysis Questionnaire (TTAQ), went through an internal review process and was then piloted on a random sample drawn from the "nominated" sample pool.

The pilot instrument consisted of 152 task statements of the form:

> Reviews the District curriculum guides in order to identify, assimilate, and implement the required course objectives.

The instructions directed the employee to rate each task statement on two dimensions: Importance and Frequency. Each dimension was defined in terms of effective teaching and special instructions were given to make an independent rating on the two dimensions. An example was provided to illustrate how the ratings were to be made (Appendix F). In addition to rating the 152 task statements, each respondent was asked to write task statements reflecting activities not thought to be presented in the questionnaire and to rate these additional statements on the importance and frequency dimensions. Finally each respondent was asked to provide demographic information in order to verify the representativeness of the returned questionnaires.

The pilot resulted in adding fourteen task statements to the original 152 and in creating a different instruction page for the teacher-peer-group members (Appendix G).

The revised TTAQ was then sent to the remainder of the sample pool (2034 employees, approximately 20% of the designated population). The same questionnaire with a modified set of instructions (Appendix H) was also sent to all District elementary and secondary principals and all instructional supervisors. This group represents the primary assessors of teacher performance in the District. In addition, the TTAQ was sent to faculty members associated with teacher training programs at five local universities. Three of these universities represent the greatest source for new teachers in the District over the past two years.

The return rates for each group are presented in Appendix I.

Analysis and Results

Responses to the TTAO from 807 teacher and teacher-peer-group respondents were recorded for each of the 166 task statements. Responses consisted of seven-point ratings of both the degree of importance (7: absolutely essential; 1: of minor importance) and the frequency of occurence (7: at least once per day; 1: at least once per year) for each task. The task statements were organized according to the logical substance of each statement resulting in 47 homogeneous task dimensions. All but five of the 166 task statements were classified into single homogeneous task dimensions which ranged in composition from two to seven tasks. Subsequently the internal consistency of the importance ratings within each homogeneous task dimension was established; this reliability calculation applied the Spearman-Brown prophecy adjustment to the average inter-task statement correlation. These reliability coefficients ranged from 0.64 to 0.96 with a median value of 0.78.

Next each respondent was assigned a composite score or rating (on the importance dimension) for each homogeneous task dimension. The implication of the central limit theorem for enhancing normality of composite score distribution of the homogeneous task dimensions was utilized by developing an arithmetic average by respondent for the ratings of task statements comprising each homogeneous task dimension. This application also guaranteed a comparable metric range between the unclassified five task statements and the 47 homogeneous task dimensions.

The entire set of 47 homogeneous task dimension ratings augmented by the five unclassified task statement ratings replicated over the 807 respondents, were intercorrelated. The resulting 52 x 52 matrix of intercorrelations was subjected to an alpha factor analysis (Kaiser and Coffrey, 1965), since the number of replicates was large by design and the task statements were developed and organized into homogeneous task dimensions so as to sample the universe of potential tasks confronted by teachers.

The resulting eight factors extracted accomodated an alignment of 65 percent of the variance of the homogeneous task dimensions and five unclassified tasks. The generality coefficients, an indication of validity or subsequent retrievability of the factors ranged from 0.86 to 0.06. After a varimax rotation (Kaiser, 1958) and consideration of the tentative substantive meaning of the initial seven factors together with the nearly equal number of positive and negative pattern coefficients for the eighth factor (all within its hyperplane), the decision was made to residualize the last factor. The graphic rotation at the residual factor against each of the initial seven factors improved their clarity.

The result was an initial factor accounting for 15.04% of the variance of the homogeneous task dimensions that generally involved conducting, interpreting, and communicating the assessment of students. A second factor, accounting for 14.41% of the homogeneous task dimensions, had to do with monitoring, directing, and influencing students in the broadest sense. A third factor, of nearly equal saturation as each of the prior two (13.39% of variance of the homogeneous task dimensions) appeared to involve identification of job relevant information and communication with peers and professionals. Accounting for 10.52% of the total homogeneous task dimension variance was a fourth

factor essentially related to appraising students' written work and writing teachermade tests. The fifth factor, with 5.63% of the variance, making it almost half as saturated as the previous factor and about one-third as saturated as the first factor, had to do with gathering and reporting information to maintain the organization. The sixth factor, accounted for 3.00% of the total variance and was a subtle variation of instruction involving determination of suitability of textbook and written material; to some extent the factor could be relaxed to an oblique position in this otherwise orthogonal solution making it directly related to factors IV and III. The seventh factor, accounted for 2.10% of the total variance, was associated with instructional planning including tasks ranging from curriculum review, writing lesson assignments, to selecting and writing instructional material.

Since the purpose of conducting the job analysis was to determine the activities that are considered to be critical and important to effective teaching, only those homogeneous task dimensions that met either one of the following criteria were maintained for the content-match aspect of the validation study:

1. if it received a mean rating of 4 or higher on the Importance dimension
2. if it received a mean rating of 4 or higher on the Frequency dimension

Forty-five of the original fifty-two homogeneous task dimensions met the criteria. These task dimensions were then combined in order to produce a more manageable number by aggregating dimensions within factors. Twenty-eight job activity categories (JAC's) resulted. Eight categories of tasks were established within factor I, twelve categories of tasks within factor II, two categories of tasks within factor III, four categories of tasks within factor IV, one category comprised factor V, no categories within factor VI (due to its potential direct relation to both factors IV and III), and one category comprised factor VII.

Within factor I the categories of tasks established included:

- Analyses and uses student test results
- Interprets student evaluation information for student and parents
- Participates in special student assessment procedures
- Selects and uses appropriate tests
- Analyses observations and non-observable indicators of student performance
- Communicates with parents
- Formulates individualized instruction
- Reviews and uses records of students' past performance

Within factor II the categories of tasks established included:

- Appraises student learning through student responses
- Demonstrates exemplary behavior and conduct to influence student behavior constructively, and displays fair and equitable behavior toward each student
- Ensures student compliance with school rules and the District's Code of Student Conduct

- Provides students with information regarding their strengths and weaknesses
- Uses correct grammar, vocabulary, punctuation, and capitalization to prepare written instructional materials, and uses correct grammar and vocabulary to present information orally
- Encourages and supports students in attaining their potential
- Communicates with students to influence student learning
- Organizes and manages the social and physical environment of the classroom
- Attends to student needs and curriculum guidelines in delivering instruction
- Evaluates and modifies the instructional process
- Counsels students
- Directs and coordinates students activities and assignments

Within factor III the categories established were:

- Identifies and interprets information relevant to the job
- Communicates with peers, supervisors, and the professional community

Within factor IV the categories established were:

- Constructs tests
- Develops, organizes, and manages the student grading process
- Appraises students' written work
- Selects and presents appropriate instructional material

Within factor V the category established was:

- Gathers and reports information to support and maintain the organization

Within factor VII the category established was:

- Plans instruction

A criticality index was calculated for each JAC ($\sqrt{(\text{mean Importance rating})(\text{mean Frequency rating})}$). The same formula was applied to the supervisors' composite ratings for the same twenty-eight JAC's. (The faculty ratings were not included as only 20% of the faculty responded; 16 out of 80, compared to a 40% return rate for both teachers and supervisors; 807 teachers out of 2054, and 116 supervisors out of 300). The JAC's were rank-ordered for each group based on the criticality index. The correlation between the resulting rankings indicate virtual agreement between the two groups (ρ =.95, N=28). The twenty-eight job activity categories associated with effective teaching as determined by inservice teachers and administrators in HISD are listed in order of their criticality in Appendix J. These job activity categories were used in a panel judgement process to determine the requisiteness for the skills measured by the FAST to the job of teaching. This panel judgement process is described in the following section.

PANEL JUDGEMENT PROCESS

On December 8, 1984, three content-area panels of HISD teachers, principals, and curriculum department and Area administrators convened to judge whether the skills measured by the FAST are required to perform the job activities that resulted from the job analysis. Each panelist was recommended by either the Director of the English/Language Arts department, the Director of the Mathematics department, or by an Area Deputy Superintendent. Recommendations were based on teaching and supervisory experience, and expertise in reading, writing, or mathematics. Fifty-one percent of each panel were inservice teachers, the remaining forty-nine percent were supervisors, curriculum department and Area administrators.

A description of the specific panel activities and copies of the panel rating instruments are attached (Appendix K).

Each panelist was asked to make three ratings:

1. Given the list of skills as measured by the FAST and the twenty-eight job activity categories, each panelist was asked to check

   the skills that were required to perform the activity described by the job activity category. Reading and writing panelists reviewed eighteen or forty-five skills respectively, for each of the twenty-eight JAC's. Mathematics panelists rated sixty-one skills on twenty-five JAC's. (Three JAC's were eliminated from the mathematics panel review because they were judged by the validation team not to require mathematical ability.)
2. Given the entire set of twenty-eight job activity categories, each panelist was asked to indicate the percentage of the job of teaching that these categories represented.
3. Given the percentage of test items on the FAST for each skill, each panelist was asked to indicate whether this percentage accurately reflected the degree of requisiteness for the skill for the job.

The results of these ratings were used to:

1. document the requisiteness for the skills measured by the FAST to the job of teaching;
2. document the representativeness of the job analysis results to the entire domain of the activities associated with the job of teaching; and
3. document the representativeness of the skills as tested on the FAST to the requisiteness for the skills to perform the job.

CRITIQUE

Conventional job analysis procedures usually result in job descriptions prepared in essay form or in discussive fashion. For the purpose of eliminating subjectivity of this and similar inquiries into teaching, however, the work

performed is better characterized in terms of individually identified units. That is, work performed by teachers may be dissected into individually identified tasks.

Although the different job analysis approaches available have some aspects in common, they defy any nice, orderly classification scheme. Included among the numerous variations of task analysis have been decision tables, decision flow charts, time line formats, column formats, operational sequence diagramming (McCormick, 1976). Frequently, structured job analysis instruments are prepared wherein the importance, frequency, or some type of combined rating of the task facets is obtained for an array of tasks comprising the job. The relative frequency of performing the task statement is frequently obscured in the rating of its importance. Thus, those composite ratings can be more misleading than aggregating two distinctively solicited judgements of importance and frequency of performance of each task statement.

Structured task analysis procedures exist in a multitude of varieties. Conceptually they all have a common denominator: the description and analysis of work activities into identifiable units. No single approach has served the various purposes of researchers examining the instructional process, partially due to their different goals which range from detection of what constitutes the instructional process to personnel evaluations of instructional performance. Another reason for the lack of an exclusive approach may be the infancy of job analysis application in the instructional process of schooling children. Most applications of job analysis have arisen in a response to investigations prompted by accountability trends and demands that teachers demonstrate competence in instruction.

Prien (1977) points to the insufficiency of research evidence favoring any one method of job analysis for construction and validation of personnel tests. His recommendation of multiple methods of job analysis and specifically, that a task-oriented approach be employed support the strategies of this research. Commenting on the fairness of written job knowledge tests, Kesselman and Lopez (1979) indicate that tests developed on the basis of systematic job analysis are more fair than commercially available employment tests where little if any prior job analysis has been carried out. They also found that specific written knowledge tests developed through job analysis were more fair to minority and non-minority groups than commercially available employment tests.

A major component of the acceptable strategies employed in 31 court cases reviewed by Kleiman and Faley (1978) was a validation study based upon a job analysis. Those cases regarded favorably involved actual establishment of clusters of similar tasks on the basis of incumbents' responses to job analysis interviews. The evolution of either monothetic or polythetic taxonomic classifications of tasks follows the strategy outlined below. Most studies use a collection of task statements generated to meet needs of describing the jobs, distribute the inventory to incumbents, then cluster the task statements on the basis of field responses. Clusters are then examined according to a preconcieved behavioral taxomony. The process usually affords the identification of physical and psychological requirements associated with each cluster

of tasks, and also provides information about the relative importance of tasks associated with the job situation. Finally the process allows for field validation of tasks and identification of essential skills.

The cluster may be identified by using exploratory factor analytic techniques as opposed to a priori taxonomic classification systems. Those instances using factor analytic approaches exhibit a wide array of accuracy of application. There is also a dependence upon analytical calculation to overwhelm the reader that the results of the job analysis are creditable.

Other less defensible analytic strategies have been employed in processing job analysis results. Included among these are hierarchical grouping statistical procedures which have been used to reduce job analysis data into clusters subordinate to one another. Competency statements and sequences in which competencies are exhibited have been evolved with these procedures. The lack of reproducebility, and hence the limited generalizability of the systems and results developed using hierarchical grouping procedures renders them suspect.

By and large conponents of teacher skills inventories have routinely been established on an a priori basis from literature reviews, lists of teacher behavior, input from advisory groups and committees and reviews of existing teacher appraisal instruments. In virtually all these situations little if any case can be made for the construct validity of the posited dimensions.

One of the cases where objective analytical categories were developed empirically is Christner (1979). An edited list of teacher skills was prepared and distributed to experts for judgements. Factor analytic procedures were used to aid in the identification of six dimensions of teacher evaluation: personal quantities, procedural and record-keeping skills, instructional skills, classroom management skills, expertise in basic skills and subject area, and interpersonal skills.

At one level there is some question of how results of job analysis can be used to benefit incumbents through training programs. Recent comments by Tenopyr (1984) directed at improving the levels of literacy essential for jobs suggest the development of a data base of information about literacy needs and difficiencies. She reports that surveys of employers throughout the country indicate that the burden to improve literacy resides with the educational system. While employers are concerned about the literacy level of their workers, many doubt whether literacy training is effective. It may also be argued that employers are not eager to be subjected to training in certain skill areas that cannot be demonstrated to be pertinent to the tasks included in their particular jobs. Hence the validity of job analysis results has implications for not only selection and retention, but training and inservice programs as well.

One of the major contributions of the research reported here is the evolution and application of a three phase process of using job analysis results in validity studies. The process, while based upon analytically objective and defensible statistical techniques, translates the results and findings of this phase of the process into readily communicated categories of tasks associated with the job. The final phase enables the selected panels of

incumbents and experts to determine what percentage of job activities associated with effective teaching is represented by the categories of tasks and facilitates the validation by rating test skills against categories of tasks judged associated with effective performance of the job.

As mentioned in the Introduction to this paper, several additional studies are currently being conducted or are planned to be conducted to complete the validation work for using the FAST.

1. A final external content review of the FAST subtest specifications and items was begun in January 1985 and will be completed by the end of February. This review process involves reading, writing, and mathematics experts at the national, state, and local levels. The process will result in evidencing the content validity of the FAST itself, i.e., that it measures the skills it purports to measure.
2. Separate analyses will be conducted on the job analysis ratings by major duty codes to determine if any major differences exist for specific teaching assignments. (Walston v. County)
3. Impact studies were begun in December, 1984 and will continue throughout the use of the FAST to document the effect the testing program has on the "hiring, promotion, or other employment opportunities of members of any race, sex, or ethnic group" (EEOC Guidelines, p. 153).

TS11-1pah

NOTES

1. Section 14C (4) states:

> In the case of skills or abilities, the skill or ability measured should be operationally defined in terms of observable aspects of work behavior of the job. For any selection procedure measuring a knowledge, skill, or ability the user should show that (a) the selection procedure measures and is a representative sample of that knowledge, skill, or ability; and (b) that knowledge, skill, or ability is used in and is a necessary prerequisite to performance of critical or important work behavior(s). (Guidelines, p. 164)

2. The job analysis was conductd in the summer in order to minimize possible contamination of ratings through group discussions by teachers of their ratings at school. Also, since the FAST requirement is a controversial issue in the District, the summer project was an attempt to minimize the possible contamination of ratings by various organizations antagonistic to the competency requirement.

   The purpose of the nomination process was threefold:

   a. to obtain a pool of exemplar teachers to include in the job analysis;

   b. to provide all teachers the opportunity to participate; and

   c. to increase the return rate on the job analysis questionnaires since they would be mailed during the summer.

APPENDIX A

Major Duty Descriptors

TEACHERS

Elementary

First through Fifth grade; Reading, K-5; Kindergarten; Multigrade, 1-5; Elementary Music; Remedial Reading, K-5; Bilingual, 1-5; Bilingual, Kindergarten/Pre-K; ESL-Elementary; ESL-Kindergarten; Pre-Kindergarten;

Secondary

Art; English; French; Latin; German; Spanish, 6-12; Physical Education; ROTC; Home Economics; Industrial Arts; Math; Reading, 6-12; Science; History; Speech; Remedial Reading, 6-12; Adult Homemaking; Home Economics, Pre-Employ. Lab; ESL-Secondary; Italian; Russian; Czech; General Business; Business Administration; Secretarial Science; Basic Business; Computer Science; Geography; Occupational Orientation; Biology; Chemistry; Physics; Earth/Life Science; Physical Science; Journalism; Drama; Economics; Government; Psychology; Sociology; Dance; Music; Band; Secondary Music

OTHER

Visiting Teacher; Voc. Data Process-Reg.; Voc. Trades and Industry; Health Occupations-Reg; Voc. Agriculture-Reg.; Distrib. Educ.-Reg; Special Cat. and Lecturer; Voc. Industrial Electronics-Reg.; Voc. Industrial Educ.-Reg.; Voc. Technical Educ.-Reg.; Voc. Indust. Arts-Reg.; Voc. Health Occupations-VEH; Voc. Argriculture-CVAE; Voc. Agriculture-VEH; Distrib. Educ.-CVAE; Distrib. Educ.-VEH; Voc. Homemaking-Reg.; Voc. Office Educ.-Reg.; Voc. Homemaking-CVAE; Voc. Homemaking-VEH; Voc. Office Educ.-CVAE; Voc. Office Educ.-VEH; Deaf/Blind; Generic Spec. Educ.; Visual Hardicapped; Adaptive P.E.; Pregnant Girls; Orthopedically Handicapped; Minimal Brain Injured; Regional Deaf; Early Childhood Handicapped; Language/Learn. Disabilities; Mentally Retarded; Auditorially Handicapped; Emotionally Disturbed; Severely and Profoundly Handicapped

PEER GROUP

Curriculum Coordinator; Specialist; Psychologist; Coordinator; Counselor, 6-12; Librarian (Learn. Resource); Stin. Librarian-Elem.; Asst. Librarian; Social Worker; Elem. Counselor; Nurse; Consultant; Tch. Specialist; Team Leader; Assoc. Psychologist; Instructional Coordinators II QIE; Instructional Coordinator I QIE; Instructional Coordinator; Head Trainer/Trainer; Vocational Counselor; Vocational Placement Coordinator; Vocational Supervisor; Educ. Diagnostician; Audiologist; Orientation and Mobility Instructor; Art Therapist; Corrective Therapist; Drama Therapist; Music Therapist; Occapational Therapist; Physical Therapist; Recreational Therapist; Visual Training-Therapist; Special Education Social Worker; Speech Handicapped; Special Ed. Support; Special Ed. Counselor; Special Ed. Supervisor

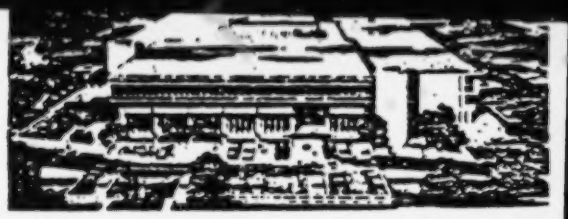
APPENDIX B

Gender	Ethnicity	Job	Experience: < 5 years	5-7 years	> 7 years
Males	Black	ET			
		ST			
		PG			
		OT			
	Hispanic	ET			
		ST			
		PG			
		OT			
	Other	ET			
		ST			
		PG			
		OT			
Females	Black	ET			
		ST			
		PG			
		OT			
	Hispanic	ET			
		ST			
		PG			
		OT			
	Other	ET			
		ST			
		PG			
		OT			

ET = Elementary Teacher
ST = Secondary Teacher
PG = Peer Group

APPENDIX C

Houston Independent School District
3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011



June 6, 1984

Dear H.I.S.D. Teacher,

The district is committed to improving both the quality of education for the children of the district, and increasing the accuracy of the descriptions of the jobs each of us performs to accomplish this goal. To assist us in this latter endeavor, the Houston Independent School District has granted permission to Scholastic Testing Service (STS) to obtain information from teachers. Anonymity is, of course, to be observed in soliciting this information, which inturn, is to be treated confidentially. These data are to be used only as aggregate summaries in describing teachers' job roles.

I want to thank each of you personally for cooperating in this process and returning your nomination to STS in the envelope provided.

My warmest wishes for an enjoyable summer.

With best personal regards I am,

Billy R. Reagan
General Superintendent

BR:RF1-2pah

June 6, 1984

Dear H.I.S.D. Employee:

The Scholastic Testing Service and Houston Independent School District are interested in conducting a study to determine the skills and characteristics essential to the job which you and others in your position in the District are performing. Follow-up contact will be initiated in the next two months with individuals nominated by you and other District employees to establish which skills, and with what frequency these skills are applied in your job.

Please take the time to identify an individual District employee with approximately the same responsibilities in a duty assignment similar to yours. This individual should be knowledgeable of job requirements the two of you share. Additionally, the individual you personally nominate should be capable of identifying key elements in his or her position regarding tasks and skills to effectively perform the job you do in H.I.S.D. Finally, consider the person as a fair-minded, knowledgeable advocate or spokesperson whose professional identity and sense of pride is consistent with yours.

If you feel you are better qualified than another employee in providing information about your job role, do not hesitate to nominate yourself. Your cooperation will greatly enhance the District-wide validity of the findings. Thank you very much.

In establishing characteristics of my duty assignment and job role,

I nominate _____ who may

be contacted at either _____School, or _____home phone.

APPENDIX D

Figure 1
District Breakdown
(as of June 1, 1984)
Total: 10,347

Ethnicity			Gender			Length of Time in Teaching			Category		
	N	%		N	%		N	%		N	%
Black	4946	47.8%	Male	2214	21.4%	<7 yrs.	2177	21.0%	Elementary Teacher	3683	35.6%
Hispanic	714	6.9%	Female	8133	78.6%	5-7 yrs.	1483	14.4%	Secondary Teacher	3738	36.1%
Other	4687	45.3%				>7 yrs.	6687	64.6%	Peer Group	1520	14.7%
									Other	1406	13.6%

Figure 2
Sample Breakdown
(As Of June 30, 1984)
Nominated: 1070
Cohort: 1084
Total: 2154

Ethnicity							Gender						
	Nominated		Cohort		Total			Nominated		Cohort		Total	
	n	%	n	%	n	%		n	%	n	%	n	%
Black	411	38.4%	414	38.2%	825	38.3%	Male	177	16.5%	188	17.3%	365	16.9%
Hispanic	51	4.8%	60	5.5%	111	5.2%	Female	893	83.5%	896	82.7%	1789	83.1%
Other	608	56.8%	610	56.3%	1218	56.5%							

Length of Time in Teaching							Category						
	Nominated		Cohort		Total			Nominated		Cohort		Total	
	n	%	n	%	n	%		n	%	n	%	n	%
<7 yrs.	109	10.2%	115	10.6%	224	10.4%	Elementary Teacher	342	32.0%	345	31.8%	687	31.9%
5-7 yrs.	108	10.1%	115	10.6%	223	10.4%	Secondary Teacher	363	33.9%	364	33.6%	727	33.7%
>7 yrs.	853	79.7%	85[illegible]	78.8%	1707	79.2%	Peer Group	199	18.6%	203	18.7%	402	18.7%
							Other	166	15.5%	172	15.9%	338	15.7%

BEST COPY AVAILABLE

APPENDIX E

TELEPHONE INTERVIEW

HELLO! I am _____

with H.I.S.D. following up on the invitation made by Dr. Reagan on June 6 to participate in a District-wide study examining skills and characteristics essential to various job assignments. You were nominated by your colleagues as being qualified to identify the tasks and skills essential to effectively perform your job.

I have a few questions to ask you if you are willing to respond. It may take between five and ten minutes. Do you have the time now or can I call you back at a more convenient time today? When?_____

I. Would you please tell me your job title?_____

(Probe level of assignment)

If Secondary
Subject Matter Area?

If Elementary
Is there any special classfication or assignment you have with that category of job title?

II. How long have you been in your current position?_____

III. How long have you been a professional educator? _____

Page 2

IV. Please describe in general terms what functions a person holding the position (JOB TITLE) routinely performs.

Definition of Functions: Duties, activities, and responsibilities associated with your job.

I think these examples you provided, give me a good picture of what types of activities you get involved with on a regular basis. Lets now move to a few other areas.

Page 3

V. What types of functions do you perform in your job only a few times a year?

Page 4

VI. Of all the functions that you get involved with, which ones do you personally consider to be very important to successfully performing your job?

I want to thank you very much for your cooperation in providing this information. I hope this has not been too inconvenient for you. The information you have provided will be very useful in conducting the District-wide study.

If you have any questions about what we have just done, and I am able to answer them, I would be glad to do so.

APPENDIX F

TEACHER AND PROFESSIONAL STAFF

TASK ANALYSIS QUESTIONNAIRE

The attached questionnaire is intended to gather information regarding the importance and frequency of various tasks that are performed by classroom teachers and professional staff who routinely work with students in the Houston Independent School District. The questionnaire is comprised of 166 different task statements suggested by District teachers. The number of items on the questionnaire is a function of the attempt to include the wide variety of tasks associated with your job. An additional page is provided at the end of the task statements for you to write tasks that you do in your current position that have not been listed in the questionnaire. After completing the questionnaire, please provide the demographic information requested on the final page.

The degree of IMPORTANCE of a task refers to the significance, worth, influence, or consequence of the task to the successful performance of your job. FREQUENCY of occurrence refers to the regularity or the number of times the action is repeated in successfully performing your job. IMPORTANCE and FREQUENCY are independent or unrelated aspects of each task described. There is no relation whatsoever between the judged IMPORTANCE and FREQUENCY of occurrence of any task. That is, a task that means a great deal to successfully performing your job may occur either infrequently or routinely. Likewise, a task that you indicate as occurring often may not necessarily mean a great deal to successful performance of your job.

BEFORE RATING THE FIRST TASK STATEMENT, PLEASE READ THE EXAMPLE THAT IS PROVIDED ON THE BACK OF THIS PAGE.

© Houston Independent School District, 1984
All rights reserved; not to be reproduced without permission.

BEST COPY AVAILABLE

EXAMPLE

Consider the following illustration of how a teacher would indicate that a Task Statement is extremely IMPORTANT to job success and occurs with a FREQUENCY of at least once per semester. You may not necessarily agree with how this particular teacher rated the sample Task Statement. This illustration serves only to help demonstrate how to use the two rating scales for each Task Statement.

(i) RATE THE IMPORTANCE of the described task to the successful performance of your entire job AND

Check the degree of IMPORTANCE

- Absolutely Essential ( )
- Extremely Important (✓)
- Very Important ( )
- Important ( )
- Somewhat Important ( )
- Of Minor Importance ( )
- Not Applicable ( )

(ii) ESTIMATE THE FREQUENCY with which the described task is performed in the successful performance of your entire job.

Check the FREQUENCY of occurrence

- At Least Once per Day ( )
- At Least Once per Week ( )
- At Least Once per Month ( )
- At Least Once per Nine-Weeks ( )
- At Least Once per Semester (✓)
- At Least Once per Year ( )
- Never ( )

SAMPLE TASK STATEMENT

Distributes textbooks for student use in the classroom and for homework assignments.

BEST COPY AVAILABLE

APPENDIX G

TEACHER AND PROFESSIONAL STAFF

TASK ANALYSIS QUESTIONNAIRE

The attached questionnaire is intended to gather information regarding the importance and frequency of various tasks that are performed by classroom teachers and professional staff who routinely work with students in the Houston Independent School District. The questionnaire is comprised of 166 different task statements suggested by District teachers. The number of items on the questionnaire attempts to represent the wide variety of tasks associated with teaching. Although you are not presently classified as a teacher, your experience as a teacher is of great value in determining the critical duties, tasks, and activities associated with teaching. Please respond to each of the items in the questionnaire from the perspective of a teacher.

To insure a proper description of the duties, tasks, and activities associated with your current assignment, please include task statements that have not been listed in the questionnaire on the pages provided.

After completing the questionnaire, please provide the demographic information requested on the final page.

The degree of IMPORTANCE of a task refers to the significance, worth, influence, or consequence of the task to successful teaching. FREQUENCY of occurrence refers to the regularity or the number of times the action is repeated in successful teaching. IMPORTANCE and FREQUENCY are independent or unrelated aspects of each task described. There is no relation whatsoever between the judged IMPORTANCE and FREQUENCY of occurrence of any task. That is, a task that means a great deal to successful teaching may occur either infrequently or routinely. Likewise, a task that you indicate as occurring often may not necessarily mean a great deal to successful teaching.

BEFORE RATING THE FIRST TASK STATEMENT, PLEASE READ THE EXAMPLE THAT IS PROVIDED ON THE BACK OF THIS PAGE.

© Houston Independent School District, 1984
All rights reserved; not to be reproduced without permission.

BEST COPY AVAILABLE

APPENDIX H

TEACHER AND PROFESSIONAL STAFF

TASK ANALYSIS QUESTIONNAIRE

The attached questionnaire was completed this summer by a sample of 805 teachers and teacher-peer-group members as one phase of conducting a job analysis for teaching. Another phase of the job analysis for teaching requires obtaining information regarding the importance and frequency of various tasks that are performed by classroom teachers and teacher-peer-group members from the supervisors of these individuals. We ask that each instructional supervisor and each principal in the district rate each of the 166 task statements in this questionnaire on two dimensions: (1) IMPORTANCE and (2) FREQUENCY.

The degree of IMPORTANCE of a task refers to the significance, worth, influence, or consequence of the task to successful teaching. FREQUENCY of occurrence refers to the regularity or the number of times the action is repeated in successful teaching. IMPORTANCE and FREQUENCY are independent or unrelated aspects of each task described. There is no relation whatsoever between the judged IMPORTANCE and FREQUENCY of occurrence of any task. That is, a task that means a great deal to successful teaching may occur either infrequently or routinely. Likewise, a task that you indicate as occurring often may not necessarily mean a great deal to successful teaching.

You are asked to rate these task statements in terms of what is essential to successful teaching. The questionnaire in no way reflects the duties, responsibilities, or activities of your present administrative position and the information we need to obtain from you will be used only in conducting the job analysis for teaching.

BEFORE RATING THE FIRST TASK STATEMENT, PLEASE READ THE EXAMPLE THAT IS PROVIDED ON THE BACK OF THIS PAGE.

© Houston Independent School District, 1984
All rights reserved; not to be reproduced without permission

TEACHER AND PROFESSIONAL STAFF

TASK ANALYSIS QUESTIONNAIRE

The attached questionnaire is intended to gather information regarding the importance and frequency of various tasks that are performed by classroom teachers and professional staff who routinely work with students in the Houston Independent School District. The questionnaire is comprised of 166 different task statements suggested by District teachers. The number of items on the questionnaire is a function of the attempt to include the wide variety of tasks associated with your job. An additional page is provided at the end of the task statements for you to write tasks that you do in your current position that have not been listed in the questionnaire. After completing the questionnaire, please provide the demographic information requested on the final page.

The degree of IMPORTANCE of a task refers to the significance, worth, influence, or consequence of the task to the successful performance of your job. FREQUENCY of occurrence refers to the regularity or the number of times the action is repeated in successfully performing your job. IMPORTANCE and FREQUENCY are independent or unrelated aspects of each task described. There is no relation whatsoever between the judged IMPORTANCE and FREQUENCY of occurrence of any task. That is, a task that means a great deal to successfully performing your job may occur either infrequently or routinely. Likewise, a task that you indicate as occurring often may not necessarily mean a great deal to successful performance of your job.

BEFORE RATING THE FIRST TASK STATEMENT, PLEASE READ THE EXAMPLE THAT IS PROVIDED ON THE BACK OF THIS PAGE.

© Houston Independent School District, 1984
All rights reserved; not to be reproduced without permission.

APPENDIX I

Tables 1-5
Return Rates by Gender, Category, Sample,
Ethnicity, and Assignment Level (Teacher Form)
Total Number Returned: 807
Total Number Requested: 2,034

Table 1

Gender		
	Male	Females
N	122	645
%	15.9%	84.1%

Table 2

Category		
	Teachers	Peer Group
N	502	288
%	63.5%	36.5%

Table 3

Sample		
	Nominated	Cohort
N	461	343
%	57.3%	43.7%

Table 4

Ethnicity						
	Black	Hispanic	Asian	White	American Indian	Other
N	240	22	7	491	2	8
%	31.2%	2.9%	.9%	63.8%	.3%	1.0%

Table 5

Assignment Level					
	Elementary	Middle/Junior High	Senior High	Combination	Other (Central/ Area) Office
N	363	173	210	22	7
%	46.8%	22.3%	26.0%	2.8%	.9%

TS/F-12/ajb

Tables 6-8
Return Rates by Gender, Ethnicity,
and Assignment Level (Administrator Form)
Total Number Returned: 107
Total Number Requested: 300

Table 6

	Gender	
	Male	Females
N	35	63
%	35.7%	64.3%

Table 7

	Ethnicity					
	Black	Hispanic	Asian	White	American Indian	Other
N	33	10	0	52	1	0
%	34.4%	10.4%	0%	54.2%	1.0%	0%

Table 8

	Assignment Level				
	Elementary	Middle/Junior High	Senior High	Combination	Other (Central/ Area) Office
N	68	6	9	13	3
%	68.7%	6.1%	9.1%	13.1%	3.0%

TS/F-13/ajb

Tables 9-12

Return Rates by Gender, Ethnicity,
Academic Area, and University (Faculty Form)
Total Number Returned: 16
Total Number Reqested: 78

Table 9

Gender		
	Male	Females
N	8	4
%	66.7%	33.3%

Table 10

Ethnicity						
	Black	Hisparic	Asian	White	American Indian	Other
N	2	0	0	10	0	0
%	16.7%	0%	0%	83.3%	0%	0%

Table 11

Academic Area				
	Curriculum & Instruction	Educational Psychology	Administration	Other
N	9	1	1	1
%	74.9%	8.3%	8.3%	8.3%

Table 12

University					
	T.S.U.	U of H	Prairie View	St. Thomas	Houston Baptist
N	1	8	1	1	1
%	8.3%	66.7%	8.3%	8.3%	8.3%

TS/F-14/ajb

APPENDIX J

The following job activities were judged to be important to effective teaching by a sample of 807 District teachers and teacher-peer-group members.

1. Demonstrates exemplary, behavior and conduct to influence student behavior constructively, and displays fair and equitable behavior towards each student

2. Uses correct grammar, vocabulary, punctuation, and capitalization to prepare written instructional material, and uses correct grammar and vocabulary to present information orally

3. Appraises student learning through student responses
   (a) corrects student answers
   (b) questions students to determine the degree of their learning
   (c) judges the relevance or appropriateness of student responses to questions
   (d) formulates questions that are sequential and free of technical and conceptual language errors

4. Provides students with information regarding their strengths and weaknesses
   (a) observes student behavior to identify skill strengths and weaknesses
   (b) critiques student performance
   (c) responds to student questions

5. Encourages and supports students in attaining their potential
   (a) reinforces goal-oriented, organized activities initiated by students
   (b) motivates students to perform according to their potential

6. Appraises students' written work
   (a) identifies incorrect word usage
   (b) detects punctuation and capitalization errors
   (c) identifies the grammatical inaccuracies
   (d) identifies when students are not using standard written English
   (e) suggests alternative written expressions which more effectively communicate

7. Plans instruction
   (a) reviews District curriculum guides
   (b) develops course outline
   (c) identifies specific skills
   (d) selects appropriate instructional strategies
   (e) writes daily lesson plans
   (f) writes material to use in instructional activities and assignments
   (g) determines student lesson assignments

8. Ensure student compliance with school rules and the District's Code of Student Conduct
   (a) explains the school rules to the students
   (b) counsels students to effect modifications in their behavior, bringing it more in line with the established school code
   (c) monitors student behavior
   (d) determines specific rules for student behavior in the classroom

9. Attends to student needs and curriculum guidelines in delivering instruction
   (a) plans order of tasks and assignments
   (b) formulates alternative instructional techniques that match student abilities and performance
   (c) incorporates elements of educational theory into the required course curriculum
   (d) coordinates instructional activities to provide an integrated curriculum

10. Directs and coordinates student activities and assignments to facilitate students' accomplishing the course objectives and to accommodate the scheduling of school functions

11. Communicates with students to influence student learning
   (a) negotiates with students to resolve problems interfering with the learning process
   (b) converses with students to determine their preferences for instructional activities
   (c) exhibits one's educational philosophy in routine activities to influence student development
   (d) influences students' decisions to adopt educational goals
   (e) persuades students to engage in educational activities
   (f) provides direction for students by communicating instructional goals

12. Counsels students
   (a) confers with students to improve their performance
   (b) advises students about options available within the behavior code that enable them to comply with the rules
   (c) differentiates between fact and opinion when counseling a student in order to obtain an accurate account of the nature of the problems
   (d) recognizes when a student is employing certain emotional or manipulative devices during counseling

13. Constructs tests
    (a) writes items for tests that are free from grammatical, word use, punctuation, or capitalization errors
    (b) writes test items in standard English using precise and appropriate vocabulary
    (c) writes content-specific, achievement tests

14. Develops, organizes, and manages the student grading process
    (a) develops a grading system
    (b) develops a formula specifying the relative contribution of each of several tests and assignments to a final course grade
    (c) averages test scores, homework, and classwork
    (d) calculates the percentage of items correct on a test
    (e) marks classwork and homework
    (f) judges student's written work for appropriateness to the course material
    (g) compiles student written work
    (h) records grades
    (i) records observations of students
    (j) synthesizes, results of tests, classwork, homework, and observation to prepare an overall student evaluation

15. Evaluates and modifies the instructional process
    (a) formulates explanations of student performance in order to guide instructional modifications
    (b) estimates student performance to permit continuity of the instructional process
    (c) compares student performance to standards in order to assess the results and to judge the appropriateness of instruction
    (d) evaluates one's teaching effectiveness to improve the quality of instruction

16. Selects and presents appropriate instructional material
    (a) sequences instructional information for logical presentation
    (b) understands the different conceptual levels at which written material may be interpreted
    (c) recognizes the organizational principles used in textbook material
    (d) detects purpose of a specific textbook writer's approach in presenting a topic
    (e) distinguishes among tones or attitudes of alternative textbooks' presentations of similar topics
    (f) recognizes when certain emotional or manipulative devices are employed in textbooks

(g) differentiates between fact and opinion in instructional material
(h) judges suitability of written material
(i) identifies inappropriate use of language in written material
(j) determines relevance, appropriateness, and value of a text's presentation on a given issue

17. Organizes and manages the social and physical environment of the classroom
(a) arranges the classroom's physical environment to create a positive learning atmosphere
(b) determines specific rules for student behavior in the classroom
(c) reads current educational literature to identify appropriate physical grouping strategies
(d) orally assigns tasks to students

18. Communicates with parents
(a) writes letters and announcements to inform parents about student performance or school activities
(b) interviews parents to obtain information about students
(c) helps parents provide assistance to students
(d) compiles student work to document student evaluations for parents
(e) writes reports that present student evaluation data to parents

19. Interprets student evaluation information for students and parents
(a) paraphrases in clear and appropriate language information in a student evaluation
(b) interprets diagnostic, placement, and achievement data
(c) interprets an overall student evaluation

20. Gathers and reports information to support and maintain the organization
(a) completes required forms
(b) writes reports to convey information
(c) keeps an inventory of books, materials and supplies
(d) writes requisitions for materials, supplies, and equipment necessary for instruction
(e) views required District telecasts
(f) attends staff meetings scheduled by the principal
(g) attends required parent meetings such as PTA and Fail-Safe

. Communicates with peers, supervisors, and the professional community
(a) participates in District-sponsored inservices
(b) attends professional seminars or conferences to present and share ideas
(c) attends university classes
(d) meets with peers to share and review professional ideas, materials, or instructional techniques
(e) reads professional literature
(f) sets up equipment to use in lesson demonstrations

2. Formulates individualized instruction
(a) identifies the major elements and supporting information in a student evaluation to formulate an individual educational plan
(b) classifies students on the basis of individual evaluations to facilitate individualized instruction

23. Identifies and interprets information relevant to the job
(a) selects the necessary information from a document to include for instuctional purposes
(b) identifies the main points and supporting details in District policies and procedures
(c) extrapolates regulations from Board policy
(d) identifies main ideas in memoranda or other documents issues by the building principal
(e) identifies assumptions made in memoranda and oral communications from District administration
(f) consults with other teachers

24. Selects and uses appropriate tests
(a) selects, administers, and scores appropriate diagnostic, placement, and achievement tests
(b) verifies the appropriateness of tests used
(c) judges the information available in a test manual to determine whether conclusions are warranted
(d) identifies the main purposes of many tests
(e) identifies the conditions required to use a particular test appropriately

25. Analyzes and uses student test results
(a) compares diagnostic test results with proficiency criteria in order to identify areas requiring instruction
(b) analyzes placement test results to determine appropriate instructional levels
(c) groups students on the basis of individual evaluations in order to instruct them on the appropriate level
(d) determines proportion of class that scores below grade level on a norm-referenced, achievement test

BEST COPY AVAILABLE

26. Participates in special student assessment procedures
    (a) consults with professionals such as speech therapists, nurses, diagnosticians and counselors
    (b) coordinates and maintains a record of communications and meetings by building and Area personnel with parents in order to address the instructional needs of a student
    (c) attends student assessment meetings such as ARD's or LPAC's

27. Analyzes observations and non-observable indicators of student performance
    (a) identifies the conditions necessary to compare test scores and observations of students
    (b) investigates anomalies in student evaluation data
    (c) translates numerical test scores into descriptive statements to summarize a student's performance
    (d) analyzes test results and observational data in order to determine degree of agreement between student test scores and other observations of student performance

28. Reviews and uses records of students' past performances
    (a) reviews student records to develop a comprehensive view of past performance
    (b) interprets student profile charts
    (c) estimates a student's future performance on the basis of past performance indicators to facilitate instructional planning

TS10-18pah

APPENDIX K

Panel Activities

Today's rating activities are divided into two sessions. The first session will involve reading a set of job activity categories and a set of content specific skills, and then designating those skills that are required to perform each category of job activities described.

Before beginning the first rating session you will be oriented to the job activity categories and then to the content specific skills. The job activity orientation will be conducted for all panelists by Michael Mauldin, Executive Director for Student Assessment. During this orientation the nature of the rating task will be described and the job activity categories will be discussed so that all panelists receive the same information. If you have any questions about the meaning of any of the job activity categories, you should ask for clarification during this orientation. Following this orientation, panelists will meet in small, content-specific groups (reading, writing, and mathematics) and will receive information about the skills that will be rated. These content-specific skill orientations will be conducted by:

(1) Michael Mauldin, Executive Director for Student Assessment (Mathematics)
(2) Mikel Brightman, Director for Student Assessment (Writing)
(3) Billie Thomas, Research Assistant for Student Assessment (Reading)

During this orientation you will also work through a sample rating task.

Following the orientation period, you will commence the first rating session. Depending upon your content area, you will be asked to rate from 18 to 61 content-specific skills for 25-28 job activity categories ("Activity Sets"). The rating involves checking those skills that you judge to be required to perform the job-related activities described in the "Activity Set." You will have two hours to work through all "Activity Sets." After the first hour of the session, the first envelope of "Activity Sets" will be collected. Everyone should be able to complete the ratings from this envelope within the first hour. Should you complete this envelope before the hour is over, you may continue into the second envelope. Simply replace the "Activity Sets" in the first envelope and leave it for collection and proceed with the material in the second envelope.

At the end of the second hour, the second envelope will be collected and your first work session is completed. You will have a one-hour-and-fifteen-minute lunch break. During your break, your ratings will be tabulated and the results prepared for presentation. Following the lunch break, the second rating session will begin. During this session, the results of the morning's rating session will be presented and you will have an opportunity to discuss the skills judged to be required for some of the "Activity Sets" and an opportunity to modify your original ratings if you so desire.

In addition, you will be asked (1) to judge the representativeness of the set of job activity categories to the job of teaching, and (2) to judge the adequacy of the emphasis each skill receives on the FAST in relation to the degree of requisiteness of that skill for teaching.

Your final task will be to read and sign a summary of the days activities and the procedures that were followed.

BEST COPY AVAILABLE

SAMPLE

Activity Set A

CONDUCTS INSERVICES AND SERVES AS A RESOURCE PERSON TO PROVIDE ASSISTANCE TO OTHER TEACHERS AND PARAPROFESSIONAL STAFF

Check (✓) if the skill is required

1. _____ identifies the stated or implied main idea of a passage
2. _____ identifies key details that support the main idea of a passage or of a paragraph in the passage
3. _____ uses context as a clue to meaning
4. _____ demonstrates literal comprehension of a passage by choosing the correct paraphrase or summary of the passage or a section of it
5. _____ determines the sequence of events or steps in a process
6. _____ perceives cause-effect relationships
7. _____ analyzes the parts of a passage in order to recognize the organizational principles involved: chronological order, comparison and contrast, organization by examples, spatial order, general to specific, analogy, cause-effect
8. _____ recognizes the author's purpose
9. _____ identifies the author's attitude or tone
10. _____ identifies the assumptions the author has made
11. _____ recognizes implications made by the author and makes inferences based on stated or implied information
12. _____ distinguishes between fact and opinion
13. _____ recognizes the effect of the author's choice of a particular word or words
14. _____ identifies emotional and other manipulative devices used by the author
15. _____ uses materials such as rules, methods, concepts, principles, laws, or theories in new and concrete situations
16. _____ judges the value of materials for a given purpose
17. _____ judges the value (strengths and weaknesses) of an argument
18. _____ evaluates the relevance of a particular supporting fact or example to the argument

SAMPLE

Activity Set A

CONDUCTS INSERVICES AND SERVES AS A RESOURCE PERSON TO PROVIDE ASSISTANCE TO OTHER TEACHERS AND PARAPROFESSIONAL STAFF

Check (✓) if the skill is required

1. _____ recognizes errors in the use of nominals
2. _____ recognizes errors in the use of verb tense
3. _____ recognizes errors in the use of verb number
4. _____ recognizes errors in the use of verb mood
5. _____ recognizes errors in the use of pronoun reference
6. _____ recognizes errors in the use of pronoun case
7. _____ recognizes errors in the use of pronoun number
8. _____ recognizes errors in the use of adjectives and adverbs
9. _____ recognizes errors in the use of coordination
10. _____ recognizes errors in the use of subordination
11. _____ recognizes errors in the use of negation
12. _____ recognizes errors in the use of diction
13. _____ recognizes errors in the use of idiomatic prepositions
14. _____ recognizes errors in the use of punctuation
15. _____ recognizes errors in the use of capitalization
16. _____ recognizes sentence fragments
17. _____ recognizes comma splices
18. _____ recognizes fused (run-on) sentences
19. _____ recognizes an effective prose style as one that avoids unnecessary abstract nouns
20. _____ recognizes an effective prose style as one that avoids unnecessary or inappropriate use of "to be" predication
21. _____ recognizes an effective prose style as one that avoids unnecessary or inappropriate use of passive voice predication

22. _____ recognizes an effective prose style as one that avoids unnecessary or awkward repetition

23. _____ recognizes an effective prose style as one that avoids unnecessary, inappropriate, or excessive use of subordinate clauses by employing verbals, verbal phrases, and other appropriate means of reduction

24. _____ recognizes an effective prose style as one that avoids cliches

25. _____ recognizes an effective prose style as one that avoids unnecessary, inappropriate, or excessive coordination by employing subordinate constructions

26. _____ recognizes an effective prose style as one that restricts the use of consecutive prepositional phrases

27. _____ recognizes an effective prose style as one that is free of agreement problems

28. _____ recognizes an effective prose style as one that is free of pronoun usage errors

29. _____ recognizes an effective prose style as one that is free of verb usage errors

30. _____ recognizes an effective prose style as one that is free of faulty parallel structures

31. _____ recognizes an effective prose style as one that is free of dangling or misplaced modifiers

32. _____ recognizes an effective prose style as one that is free of punctuation errors

33. _____ writes an essay which provides a thesis

34. _____ writes an essay which sustains a focus on the thesis

35. _____ writes an essay which attains the purpose of an expository essay

36. _____ selects a persona or voice appropriate to both the audience and the purpose of the essay

37. _____ shapes the essay to address a specific audience

38. _____ uses specific detail to explain, illustrate, and support the general conclusion (thesis) of the essay

39. _____ uses a consistent mode of organization

40. _____ employs adequate and appropriate sentence pattern variety

41. _____ employs precise and appropriate vocabulary

42. _____ constructs sentences in standard written English

43. _____ constructs adequately developed and well organized paragraphs

44. _____ constructs effective transitions in and between paragraphs

45. _____ employs an effective prose style that is both direct and economical

SAMPLE

Activity Set A

GRAPHICALLY REPRESENTS STUDENT EVALUATION DATA

Examples:

(a) graphs related student evaluation data, including test scores and observations, in order to determine parallelism of trends

(b) graphs evaluation data such as test scores and classwork grades in order to identify data points that deviate from a general pattern

(c) illustrates the performance of a student or group of students with a diagram in order to communicate that performance to parents

(d) graphs the percentage of correct items on a test for each student to obtain a score distribution for a class

Check (✓) if the skill is required

1. _____ locates numbers on a number line
2. _____ identifies conditions under which numbers or measures may be compared
3. _____ uses the relation less than, greater than, or equal to, and their associated symbols to express a numerical relationship.
4. _____ identifies numbers that are mathematically equivalent
5. _____ compares any two rational numbers
6. _____ determines the place values of digits in whole numbers (to billions)
7. _____ gives the result of multiplying or dividing a number by a multiple of 10
8. _____ selects the appropriate decimal form of the powers of 10
9. _____ compares two powers of 10 and indicates which is larger (smaller) and by what factor
10. _____ investigates the properties of the four basic operations on rational numbers
11. _____ rounds a number to a specified value
12. _____ selects the best estimate of a computation from a set of five estimates

13. _____ selects the correct value, within a given range, of a number missing from a computation

14. _____ determines the correct sequence or order of numbers expressed as fractions, decimals, and /or percents

15. _____ converts numbers from one naming system to their equivalents in another naming system

16. _____ reads a stated problem and identifies a correct restatement of it

17. _____ identifies the facts given in a problem

18. _____ identifies the problem command or question

19. _____ identifies the correct statement of the relationship between facts and missing data

20. _____ determines whether or not extraneous facts are given

21. _____ determines whether or not enough information is given to solve a problem

22. _____ translates expressions and/or relationships into symbols

23. _____ identifies equivalent relationships

24. _____ identifies equivalent algorithms

25. _____ solves a simple equation with one unknown

26. _____ determines measures needed to solve a problem

27. _____ identifies operations needed to obtain measures to solve a problem

28. _____ determines whether or not an answer to a computation generated by a stated problem agrees with the context of the problem

29. _____ identifies the use of simple probabilities in daily situations

30. _____ expresses the probability of a simple event

31. _____ gives a verbal description of the direct or inverse relationship between two sets of data in a table

32. _____ identifies or specifies a missing entry from a table of data

33. _____ chooses a formula or equation that describes the relationship among a set of data or that meets the condition specified in a word description of a relationship among quantities

34. _____ solves stated problems in which quantities are in proportion

35. _____ solves stated percent problems either by the equation method or the ratio/proportion method

36. _____ names common geometric figures

37. _____ determines when a set of points is collinear

38. _____ determines when lines are parallel or perpendicular

39. _____ investigates properties of length, area, and volume and states which of these measurements is unchanged by such distortions as partitioning and rearranging parts, folding, or other manipulations

40. _____ names standard units of length, area, volume, temperature, mass/weight, and capacity in both customary and standard international (metric) systems

41. _____ chooses the appropriate unit with which to measure an attribute

42. _____ states the relationship among units in both customary metric systems

43. _____ converts from one unit of measure to another using standard units and nonstandard conditional units

44. _____ finds a measurement (area/volume) by definition as well as by formula

45. _____ solves problems involving measurement

46. _____ reads a calibrated scale at and between calibrations

47. _____ correctly interprets verbal expressions containing quantitative information that includes connectives such as "and," "or," and "if-then"

48. _____ correctly identifies the generalization of a statement containing quantitative information that includes quantifiers such as "some," "all" or, "none"

49. _____ determines a logical conclusion based on a set of three statements, each of which contains quantitative information

50. _____ determines whether a stated conclusion is valid or invalid

51. _____ identifies manipulative effect of numbers and quantifiers in advertisements, political slogans, or other similar texts

52. _____ makes an appropriate generalization and identifies at least one counter-example

53. _____ identifies the properties or parts of a specific kind of graph or chart

54. _____ determines the value of multiple symbols or parts of symbols when given the value of one symbol

55. _____ partitions a circle into parts when given common parts in fraction or percent form

56. _____ identifies graphs or charts with distorted axes and specifies consequences of drawing conclusions without adjusting for the distortion

57. _____ makes visual comparisons between the parts of a circle graph and the lengths of bars in a bar graph or size of symbols in a picture graph

58. _____ chooses an appropriate graph to accurately and appropriately represent a given set of data

59. _____ reads and interprets bar, line, circle, and picture graphs containing five to ten categories

60. _____ traces the flow or sequence of events through a schematic diagram from a specified beginning to a specified ending

61. _____ reads and interprets schematic diagrams, such as flowcharts, electrical wiring diagrams, and scale drawings, containing at least four but not more than eight elements

SA-A/34-1mw

JOB ACTIVITY CATEGORIES
RATING TASK

Directions

We are interested in whether the "Activity Sets" you have worked with today describe all activities that are essential to effective teaching. To assist us in making this determination, we ask that you review the "Activity Sets" that are listed below and indicate, in the space provided following the list, the degree to which these activities represent the domain of activities associated with effective teaching.

Job Activity Categories:

1. Uses correct grammar, vocabulary, punctuation, and capitalization to prepare written instructional material, and uses correct grammar and vocabulary to present information orally

2. Plans instruction
   (a) reviews District curriculum guides
   (b) develops course outline
   (c) identifies specific skills
   (d) selects appropriate instructional strategies
   (e) writes daily lesson plans
   (f) writes material to use in instructional activities and assignments
   (g) determines student lesson assignments

3. Demonstrates exemplary behavior and conduct to influence student behavior constructively, and displays fair and equitable behavior towards each student

4. Appraises student learning through student responses
   (a) corrects student answers
   (b) questions students to determine the degree of their learning
   (c) judges the relevance or appropriateness of student responses to questions
   (d) formulates questions that are sequential and free of technical and conceptual language errors

5. Ensures student compliance with school rules and the District's Code of Student Conduct
   (a) explains the school rules to the students
   (b) counsels students to effect modifications in their behavior, bringing it more in line with the established school code
   (c) monitors student behavior
   (d) determines specific rules for student behavior in the classroom

6. Provides students with information regarding their strengths and weaknesses
   (a) observes student behavior to identify skill strengths and weaknesses
   (b) critiques student performance
   (c) responds to student questions

7. Encourages and supports students in attaining their potential
   (a) reinforces goal-oriented, organized activities initiated by students
   (b) motivates students to perform according to their potential

8. Appraises students' written work
   (a) identifies incorrect word usage
   (b) detects punctuation and capitalization errors
   (c) identifies the grammatical inaccuracies
   (d) identifies when students are not using standard written English
   (e) suggests alternative written expressions which more effectively communicate

9. Constructs tests
   (a) writes items for tests that are free from grammatical, word use, punctuation, or capitalization errors
   (b) writes test items in standard English using precise and appropriate vocabulary
   (c) writes content-specific, achievement tests

10. Gathers and reports information to support and maintain the organization
   (a) completes required forms
   (b) writes reports to convey information
   (c) keeps an inventory of books, materials and supplies
   (d) writes requisitions for materials, supplies, and equipment necessary for instruction
   (e) views required District telecasts
   (f) attends staff meetings scheduled by the principal
   (g) attends required parent meetings such as PTA and Fail-Safe

11. Selects and presents appropriate instructional material
    (a) sequences instructional information for logical presentation
    (b) understands the different conceptual levels at which written material may be interpreted
    (c) recognizes the organizational principles used in textbook material
    (d) detects purpose of a specific textbook writer's approach in presenting a topic
    (e) distinguishes among tones or attitudes of alternative textbooks' presentations of similar topics
    (f) recognizes when certain emotional or manipulative devices are employed in textbooks
    (g) differentiates between fact and opinion in instructional material
    (h) judges suitability of written material
    (i) identifies inappropriate use of language in written material
    (j) determines relevance, appropriateness, and value of a text's presentation on a given issue

12. Develops, organizes, and manages the student grading process
    (a) develops a grading system
    (b) develops a formula specifying the relative constribution of each of several tests and assignments to a final course grade
    (c) averages test scores, homework, and classwork
    (d) calculates the percentage of items correct on a test
    (e) marks classwork and homework
    (f) judges student's written work for appropriateness to the course material
    (g) compiles student written work
    (h) records grades
    (i) records observations of students
    (j) synthesizes results of tests, classwork, homework, and observation to prepare an overall student evaluation

13. Identifies and interprets information relevant to the job
    (a) selects the necessary information from a document to include for instructional purposes
    (b) identifies the main points and supporting details in District policies and procedures
    (c) extrapolates regulations from Board policy
    (d) identifies main ideas in memoranda or other documents issued by the building principal
    (e) identifies assumptions made in memoranda and oral communications from District administration
    (f) consults with other teachers

14. Communicates with peers, supervisors, and the professional community
    (a) participates in District-sponsored inservices
    (b) attends professional seminars or conferences to present and share ideas
    (c) attends university classes
    (d) meets with peers to share and review professional ideas, materials, or instructional techniques
    (e) reads professional literature
    (f) sets up equipment to use in lesson demonstrations

15. Attends to student needs and curriculum guidelines in delivering instruction
    (a) plans order of tasks and assignments
    (b) formulates alternative instructional techniques that match student abilities and performance
    (c) incorporates elements of educational theory into the required course curriculum
    (d) coordinates instructional activities to provide an integrated curriculum

16. Organizes and manages the social and physical environment of the classroom
    (a) arranges the classroom's physical environment to create a positive learning atmosphere
    (b) determines specific rules for student behavior in the classroom
    (c) reads current educational literature to identify appropriate physical grouping strategies
    (d) orally assigns tasks to students

17. Directs and coordinates student activities and assignments to facilitate students' accomplishing the course objectives and to accommodate the scheduling of school functions

18. Communicates with students to influence student learning
    (a) negotiates with students to resolve problems interfering with the learning process
    (b) converses with students to determine their preferences for instructional activities
    (c) exhibits one's educational philosophy in routine activities to influence student development
    (d) influences students' decisions to adopt educational goals
    (e) persuades students to engage in educational activities
    (f) provides direction for students by communicating instructional goals

19. Selects and uses appropriate tests
    (a) selects, administers, and scores appropriate diagnostic, placement, and achievement tests
    (b) verifies the appropriateness of tests used
    (c) judges the information available in a test manual to determine whether conclusions are warranted
    (d) identifies the main purposes of many tests
    (e) identifies the conditions required to use a particular test appropriately

20. Reviews and uses records of students' past performances
    (a) reviews student records to develop a comprehensive view of past performance
    (b) interprets student profile charts
    (c) estimates a student's future performance on the basis of past performance indicators to facilitate instructional planning

21. Analyzes and uses student test results
    (a) compares diagnostic test results with proficiency criteria in order to identify areas requiring instruction
    (b) analyzes placement test results to determine appropriate instructional levels
    (c) groups students on basis of individual evaluations in order to instruct them on the appropriate level
    (d) determines proportion of class that scores below grade level on a norm-referenced, achievement test

22. Communicates with parents
    (a) writes letters and announcements to inform parents about student performance or school activities
    (b) interviews parents to obtain information about students
    (c) helps parents provide assistance to students
    (d) compiles student work to document student evaluations for parents
    (e) writes reports that present student evaluation data to parents

23. Participates in special student assessment procedures
    (a) consults with professionals such as speech therapists, nurses, diagnosticians and counselors
    (b) coordinates and maintains a record of communications and meetings by building and Area personnel with parents in order to address the instructional needs of a student
    (c) attends student assessment meetings such as ARD's or LPAC's

24. Interprets student evaluation information for students and parents
    (a) paraphrases in clear and appropriate language information in a student evaluation
    (b) interprets diagnostic, placement, and achievement data
    (c) interprets an overall student evaluation

25. Analyzes observations and non-observable indicators of student performance
    (a) identifies the conditions necessary to compare test scores and observations of students
    (b) investigates anomalies in student evaluation data
    (c) translates numerical test scores into descriptive statements to summarize a student's performance
    (d) analyzes test results and observational data in order to determine degree of agreement between student test scores and other observations of student performance

26. Evaluates and modifies the instructional process
    (a) formulates explanations of student performance in order to guide instructional modifications
    (b) estimates student performance to permit continuity of the instructional process
    (c) compares student performance to standards in order to assess the results and to judge the appropriateness of instruction
    (d) evaluates one's teaching effectiveness to improve the quality of instruction

27. Counsels students
    (a) confers with students to improve their performance
    (b) advises students about options available within the behavior code that enable them to comply with the rules
    (c) differentiates between fact and opinion when counseling a student in order to obtain an accurate account of the nature of the problems
    (d) recognizes when a student is employing certain emotional or manipulative devices during counseling

28. Formulates individualized instruction
    (a) identifies the major elements and supporting information in a student evaluation to formulate an individual educational plan
    (b) classifies students on the basis of individual evaluations to facilitate individualized instruction

What percentage of job activities associated with effective teaching is represented by the twenty-eight categories of activities described above?

Check the appropriate percentage:

_____ a. 91% - 100%

_____ b. 81% - 90%

_____ c. 71% - 80%

_____ d. 61% - 70%

_____ e. 51% - 60%

_____ f. 41% - 50%

_____ g. 31% - 40%

_____ h. 21% - 30%

_____ i. less than 20%

TS8/19jmw

SKILL EMPHASIS EVALUATION

You have judged whether the writing skills measured by the FAST are required to perform the activities associated with effective teaching as defined by the twenty-eight "Activity Sets." These writing skills represent three general writing proficiencies which are described in the FAST item specification document you reviewed prior to today's session. Each writing proficiency is represented on the FAST writing subtest by a proportion of the test content. This proportion should reflect the degree to which the proficiency is required to perform the activities associated with effective teaching. In order to determine the match between the representativeness of the proficiency on the FAST subtest and the requisiteness of the proficiency for the performance of job activities, we ask that you perform the following two judgement tasks.

Part I. Section A below provides the description of the three writing proficiencies measured by the FAST writing subtest. Section B lists the percentage of the test content for each proficiency. You are asked to judge whether these percentages adequately reflect the degree to which the proficiencies are required to perform the activities associated with effective teaching as these activities have been described today. If you judge that the percentage listed in Section B adequately reflects the degree to which the proficiency is required to perform the activities associated with effective teaching, then place a check mark in the "Agree" column for that proficiency Section C. If, however, you judge that the percentage does not adequately reflect the degree to which the proficiency is required, then place a check mark in the column in Section C that you judge to be more representative the degree of requisiteness for that proficiency. Please make this judgement for each proficiency.

SECTION A Writing Proficiencies	SECTION B Emphasis on FAST	SECTION C											
		Agree	91-100%	81-90%	71-80%	61-70%	51-60%	41-50%	31-40%	21-30%	11-20%	1-10%	0%
A. Given a sentence, the employee will decide decide whether any of the underlined parts contains a grammatical error, a word use error, or a punctuation/capitalization error.	25%												
B. Given a sentence and a set of possible situations for that sentence or a specified part of that sentence, the employee will decide which alternative is the most effective, as well as correct, expression in standard written English.	25%												
C. The employee will plan and write an expository or argumentative essay on a specified topic.	50%												

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Part II. Section A below provides the description of the two writing proficiencies and the supporting objectives (skills) measured by the objective portion of the FAST writing subtest. Section B lists the percentage of test items on the objective portion for the proficiency as well as for each of the supporting objectives (NOTE: Each percent is an approximation; the proficiency percentage will not necessarily equal the sum of the supporting objective percentages). You are asked to judge whether these percentages adequately reflect the degree to which the proficiencies and the supporting objectives are required to perform the activities associated with effective teaching as these activities have been described today. If you judge that the percentage listed in Section B adequately reflects the degree to which the proficiency is required to perform the activities assocated with effective teaching, then place a check mark in the "Agree" column for that proficiency in Section C. If, however, you judge that the percentage does not adequately reflect the degree to which the proficiency is required, then place a check mark in the percentage column in Section C that you judge to be more representative of the degree of requisiteness for that proficiency. Please make this judgement for each proficiency and supporting objective listed.

SECTION A	SECTION B Emphasis on FAST	SECTION C											
		Agree	91-100%	81-90%	71-80%	61-70%	51-60%	41-50%	31-40%	21-30%	11-20%	1-10%	0%
A. Given a sentence, the employee will decide whether any of the underlined parts contains a grammatical error, a word use error, or a punctuation/capitalization error.	50%												
1. recognizes errors in the use of nominals	4%												
2. recognizes errors in the use of verb tense	3%												
3. recognizes errors in the use of verb number	4%												
4. recognizes errors in the use of verb mood	2%												
5. recognizes errors in the use of pronoun reference	2 %												
6. recognizes errors in the use of pronoun case	3 %												
7. recognizes errors in the use of pronoun number	3 %												
8. recognizes errors in the use of adjectives and adverbs	4 %												
9. recognizes errors in the use of coordination	5 %												
10. recognizes errors in the use of subordination	2 %												
11. recognizes errors in the use of negation	4 %												
12. recognizes errors in the use of diction	3 %												
13. recognizes errors in the use of idiomatic prepositions	3 %												

SECTION A	SECTION B Emphasis on FAST	SECTION C											
		Agree	91-100%	81-90%	71-80%	61-70%	51-60%	41-50%	31-40%	21-30%	11-20%	1-10%	0%
14. recognizes errors in the use of punctuation	2%												
15. recognizes errors in the use of capitalization	2%												
16. recognizes sentence fragments	2%												
17. recognizes comma splices	2%												
18. recognizes fused (run-on) sentences	1%												
B. Given a sentence and a set of possible substitutions for that sentence or a specified part of that sentence, the employee will decide which alternative is the most effective, as well as correct, expression in standard written English.	50%												
1. recognizes an effective prose style as one that avoids unnecessary abstract nouns	3%												
2. recognizes an effective prose style as one that avoides unnecessary or inappropriate use of "to be" predication	3%												
3. recognizes an effective prose style as one that avoids unnecessary or inappropriate use of passive voice predication	3%												
4. recognizes an effective prose style as one that avoids unnecessary or awkward repetition	2%												
5. recognizes an effective prose style as one that avoids unnecessary, inappropriate, or excessive use of subordinate clauses by employing verbals, verbal phrases, and other appropriate means or reduction	5%												
6. recognizes an effective prose style as one that avoids cliches	2%												
7. recognizes an effective prose style as one that avoids unnecessary, inappropriate, or excessive coordination by employing subordinate constructions	3%												

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SECTION A	SECTION B Emphasis on FAST	SECTION C											
		Agree	91-100%	81-90%	71-80%	61-70%	51-60%	41-50%	31-40%	21-30%	11-20%	1-10%	0%
8. recognizes an effective prose style as one that restricts the use of consecutive prepositional phrases	3%												
9. recognizes an effective prose style as one that is free of agreement problems	5%												
10. recognizes an effective prose style as one that is free of pronoun usage errors	3%												
11. recognizes an effective prose style as one that is free of verb usage errors	7%												
12. recognizes an effective prose style as one that is free of faulty paralle structures	5%												
13. recognizes an effective prose style as one that is free of dangling or misplaced modifiers	2%												
14. recognizes an effective prose style as one that is free of punctuation errors	2%												

BT10/9

References

Arvey, R.D. Fairness in Selecting Employees. Addison-Wesley Publishing Company, Inc., 1979.

Castaneda v. Partida, 97 S. Ct. 1272 (1977).

Equal Employment Opportunity Commission. Uniform guidelines on employee selection procedures (1978). Federal Register, 1983, 29, Sec. 1607, p. 150-177.

Hazelwood School District, et. al. v. United States, 15FEP. (1977)

Kaiser, H.F. The varimax criterion for analytic rotation in factor analysis. Psychometrika, 1958, 23, 187-200.

Kaiser, H.F. and Coffrey, J. Alpha factor analysis. Psychometrika, 1976, 30, 1-14.

Kesselman, G.A. and Lopex, F.E., The impact of job analysis on employment test validation for minority and nonminority accounting personnel. Personnel Psychology, 1979, 32, 91-108.

Kleiman, L.S. and Faley, R.H., Assessing content validity: standards set by the court. Personnel Psychology, 1978, 31, 701-712.

Latham, G.P. and Wexley, K.N. Increasing Productivity Through Performance Appraisal. Addison-Wesley Publishing Company, Inc., 1981.

McCormick, E.J. Job and task analysis. Handbook of Industrial and Organizational Psychology. Dunnette, M.D. Editor, Rand McNally College Publishing Company, 1976.

Prien, E.P., The function of job analysis in content validation. Personnel Psychology, 1977, 30, 167-174.

Tenopyr, M.L. Realities of adult literacy in work settings. Paper presented at the National Adult Literacy Conference, Washington, D.C., January 19-20, 1984.

Thorpson, D.E. and Thompson, T.A., Court standards for job analysis in test validation. Personnel Psychology, 1982, 35, 865-872.

Trattner, M.H., Synthetic validity and its application to the uniform guidelines validation requirements. Personnel Psychology, 1982, 35, 383-397.

Underwood et. al. v. The State of New York Office of Court Administration, et. al., 23 EPD P30, 981, 2e FEP, 1980.

U.S. Department of Labor, Handbook for Analyzing Jobs. U.S. Government Printing Office, 1972.

END

DEPT. OF EDUCATION

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

JULY 14 - 1986